

## Progress Monitoring

*Evaluating young children only by testing and ranking them against a standardized group norm assumes all children will achieve the same academic skills at the same chronological age.*

Educational assessment is an important part of program development with any child, but it is particularly important in designing an IEP for children with special needs. Monitoring a child's progress is a problem-solving process and involves the systematic observation and analysis of a child's abilities and deficits. An initial assessment provides teachers with a starting point for educational programming. Ongoing assessment helps to evaluate the effectiveness of current instruction and suggests new directions for educational plans.

There are three principle techniques used by educational personnel and parents to monitor an individual child's developmental progress:

- 1) direct observation using natural observation tools
- 2) assessment inventories (e.g., ELAP, LAP, Hawaii, etc.)
- 3) informal tests: performance based evaluations (e.g., Brigance)

### Natural Observation Tools

- use of tape/audio-video
- utilizing developmental and behavioral checklists to assess a child in specific areas (examples provided).
- making portfolios for each child
  - samples of children's work (e.g., stories, drawings, photographs, etc.)
  - each piece should be labeled with data and circumstance of its production
  - there should be consistency in the criteria used to select products included

(On the following pages are examples of data collection instruments which you are free to use and alter in order to accommodate the individual child you are monitoring).

# Daily Log

Student name \_\_\_\_\_ Day of the week \_\_\_\_\_

Log entry by \_\_\_\_\_

1. Overall, what kind of day did the student have? (Circle one number only)

- |                  |      |             |             |                 |
|------------------|------|-------------|-------------|-----------------|
| 1                | 2    | 3           | 4           | 5               |
| Very<br>Good Day | Okay | Not<br>Sure | Not<br>Okay | Very<br>Bad Day |

2. How well did the student do on tasks while in school today?

- |                  |      |             |             |                 |
|------------------|------|-------------|-------------|-----------------|
| 1                | 2    | 3           | 4           | 5               |
| Very<br>Good Day | Okay | Not<br>Sure | Not<br>Okay | Very<br>Bad Day |

3. How well did the student do on tasks in the community today?

- |                  |      |             |             |                 |
|------------------|------|-------------|-------------|-----------------|
| 1                | 2    | 3           | 4           | 5               |
| Very<br>Good Day | Okay | Not<br>Sure | Not<br>Okay | Very<br>Bad Day |

4. Comment briefly on the day's events and the student's behavior:

5. Note any incidents that occurred which seem important to you:

6. Activities the student enjoyed/did not enjoy:

7. Tasks on which he/she worked well:

